

Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught.  
What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

Year 9 Overview 2025-26 – French				
Date	Wk	Week	Units Studied & Learning Outcomes	Key Concepts & Assessment
8 weeks (16 Lessons) (38 Days)				
Tues 2-Sep Tues Y7 only Wednesday- whole school	A	1	<b>Lesson 1/2 Module 1 – Mon monde à moi</b> PDP1 Talking about likes and dislikes using aimer + infinitive.	<b>Module 1 – Mon monde à moi</b> Students will learn how to communicate and understand details about their friends including likes and dislikes. They will be able communicate about how they celebrated a birthday and what they wear and describe past and future events. They extend and build on prior knowledge linking to this topic and learn how to adapt and use previously learnt grammar points and vocabulary within the topic of hobbies and social life. As well as developing a deeper understanding of how to conjugate verbs in the present tense, perfect and near future tenses. <b>GW:</b> students can use present tense verbs to say what they do in their free time and describe their friends communicate details about themselves. <b>BI:</b> students can make adjectives agree when giving opinions about others and use the near future tense. They can recognise two tenses in written and spoken passages within the context of free time. <b>EW:</b> students can understand and accurately use three tenses (present, near future and perfect) to describe events. They can recognise three tenses in more extended spoken and written pieces. <b>Teaching</b> - Teachers to use the main department PPT to support their lessons which includes a range of key tasks covering all key skills, reading, listening, translating, speaking and writing. <b>Grammar focus</b> – Frequency phrases. Verbs in the present tense. Direct object pronouns. Using the perfect tense in the I and we forms. Near future tense. <b>Exam links</b> - Exam skills to be covered as outlined with reading, writing, listening, speaking and translating should be covered every 2 lessons. Topics link to topics covered at GCSE level. <b>Historical/cultural links</b> – Links with English within the technology vocabulary (e.g. quiz, vidéo) <b>Equality Diversity and Inclusion:</b> Students are presented with a diverse diet of representatives from all communities within the Francophone world. Students look at the difference between fashion in France/ England and other Francophone countries. • <b>Equality Diversity and Inclusion (EDI) links?</b> <i>Parent and Carers month/Black History month</i> <i>3/9 World afro day</i> <i>23/9 International day of sign languages</i> <i>10/10 world mental health day</i> <i>5/10 world teachers day</i> <i>6/10 World cerebral palsy day</i>  <b>Assessment:</b> Students to complete exam style questions in class in all modalities. Students are to complete recall assessments every 3 weeks. Students
8-Sep	B	2	<b>Lesson 3/4 Unit 1 Qu'est-ce que tu fais comme activité extrascolaire?</b> Focus on the present tense verbs and formation	
15-Sep (INSET Friday)	A	3	<b>Lesson 5/6 Unit 2 Amis pour toujours!</b> Describing friends using reflexive verbs <b>Recall Assessment Task</b>	
22-Sep	B	4	<b>Lesson 7/8: Comment as-tu fêté ton anniversaire ?</b> Using the past tense practice the formation of all forms <b>EBI Response to Recall Task / Focus on Misconceptions</b>	
29-Sep	A	5	<b>Lesson 9/10 Unit 4 Qu'est-ce que tu vas porter?</b> Using the near future tense (aller+ inf) <b>Speaking Skills Lesson - Focus on speaking – photo card style question. (Use of 3 tenses)</b>	
6-Oct	B	6	<b>Lesson 11/12– Extended Written Task preparation ad completion Preparation:</b> Using three tenses <b>Extended Written Task:</b>	
13-Oct	A	7	<b>Lesson 13: Extended Written Task: EBI Response.</b> Using three tenses (Linking Skills) (Recall 3 tenses from other units) Focus on Dictation: Exam Style Questions.  <b>Lesson 14 – Point de Départ: How to earn money:</b> Using the present tense and modal verb structures	
20-Oct	B	8	<b>Lesson 15 – Unit 1 Qu'est-ce que tu veux faire plus tard?</b> Explaining what you want to do when you are older (including use of vouloir). <b>Lesson 16 – Unit 1 Lesson 5: Unit 2 Qu'est-ce que tu feras a l'avenir?</b> Introduction to the simple future tense (H) Near Future (F)	

				complete an Extended Written Task (Exam Style) at the end of each unit.						
				<table><tr><th>Prior (Y8)</th><th>Current (Y9)</th><th>Next (Y10)</th></tr><tr><td>Introduction to the present and perfect tenses in year 7 and 8.</td><td>Recognising and using 3 tenses together.</td><td>Use of the imperfect and simple future tenses.</td></tr></table>	Prior (Y8)	Current (Y9)	Next (Y10)	Introduction to the present and perfect tenses in year 7 and 8.	Recognising and using 3 tenses together.	Use of the imperfect and simple future tenses.
Prior (Y8)	Current (Y9)	Next (Y10)								
Introduction to the present and perfect tenses in year 7 and 8.	Recognising and using 3 tenses together.	Use of the imperfect and simple future tenses.								
Half-Term 7 weeks (17-18 lessons) (34 Days)										
3-Nov	A	9	Lesson 1-2 Unit 2 Qu'est-ce que tu feras à l'avenir? Introduction to the simple future tense (H) Near Future (F) Recall Assessment	Students will learn how to communicate and understand details about future plans. They will be able communicate what they will do in the future using a variety of verbs. They extend and build on prior knowledge linking to this topic and learn how to adapt and use previously learnt grammar points and vocabulary within the topic of future plans. As well as developing a deeper understanding of how to conjugate verbs in the simple future tense  GW: students can use future tense verbs to describe future plans for careers and leisure BI: students can use the future tense correctly in different forms EW: students can use three tenses (present, future and perfect) to talk about getting their plans Teaching - Teachers to use the main department PPT to support their lessons which includes a range of key tasks covering all key skills, reading, listening, translating, speaking, and writing. Grammar focus –Simple future tense / imperfect tense Exam links - Exam skills to be covered as outlined with reading, writing, listening, dictation, speaking and translating should be covered every 2 lessons. Topics link to topics covered at GCSE level. Historical/cultural links – The l'avenir links to advance from latin Equality Diversity and Inclusion: Students are presented with a diverse diet of representatives from all communities within the Francophone world. Students learn about some well French known scientists Mens health awareness month/disability confident month Diwali Remembrance Sunday Transgender awareness week World Diabetes Day						
10-Nov	B	10	Lesson 3/4: Unit 3 Retours ver le futur Focus on the use of Irregular future tense verbs EBI Response to Recall Task / Focus on Misconceptions							
17-Nov	A	11	Lesson 5/6:) Unit 4 Profil d'un inventeur ou inventrice. Focus on questions in 3 tenses. Focus on Speaking: Using 3 tenses. Photo Card Task Focus on skills from end of unit module							
24-Nov	B	12	Lesson 7/8: Extended Written Task Preparation and completion: Using 3 tenses. Extended Written Task.							
1-Dec	A	13	Ma vie en Musique Module 3 : Lesson 9/10Introducing the imperfect tense with 'je' : Practicing the imperfect tense with 'je'							
8-Dec	B	14	Lesson 11/12: Ton école primaire était comment ? Using third person of the imperfect tense Autrefois : Describing others in the imperfect tense.							
15-Dec	A	15	Lesson 13 Autrefois... Aujourd'hui... : Describing others in the imperfect tense. Recognising 2 tenses together  Lesson 14: Christmas in France							

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			<p>Include what you used to do when you were younger</p>	<p><i>World AIDS day</i> <i>Christmas Day</i></p> <p><b>GW:</b> students can talk about what their music tastes are</p> <p><b>BI:</b> students can say what they used to be like and what they used to do when they were younger using the imperfect tense</p> <p><b>EW:</b> students can understand others talking in different tenses (present, imperfect, perfect, future and conditional).</p> <p><b>Assessment:</b> Students to complete exam style questions in class in all modalities. Students are to complete recall assessments every 3 weeks. Students complete an Extended Written Task (Exam Style) at the end of each unit.</p> <table><tr><th>Prior (Y8)</th><th>Current (Y9)</th><th>Next (Y10)</th></tr><tr><td>Introduction to the past present and future tenses in year 8 and 9.</td><td>Using the simple future tense / near future tense</td><td>Using 3 tenses with complex language</td></tr></table>	Prior (Y8)	Current (Y9)	Next (Y10)	Introduction to the past present and future tenses in year 8 and 9.	Using the simple future tense / near future tense	Using 3 tenses with complex language
Prior (Y8)	Current (Y9)	Next (Y10)								
Introduction to the past present and future tenses in year 8 and 9.	Using the simple future tense / near future tense	Using 3 tenses with complex language								
Christmas Holiday										
6 weeks (12 Lessons) (30 Days)										
5-Jan	B	16	<b>L 1 -2 – Unit 4 Des jeunes refugies</b> Using questions in a variety of tenses	<p><b>Module 3 – ma vie en musique</b> Students will learn how to communicate and understand details about jobs and future plans. They will be able communicate what they are going to do in future, what jobs interest them and why and understand comparisons between past and future employment. They extend and build on prior knowledge linking to this topic and learn how to adapt and use previously learnt grammar points and vocabulary within the topic of future plans. As well as developing a deeper understanding of how to conjugate verbs in the simple future and imperfect tenses</p> <p>• <b>Equality Diversity and Inclusion (EDI) links?</b></p> <p><i>LGBT+ History month</i> <i>27/1 Holocaust memorial day</i></p> <p><i>1/2 World Hijab Day</i> <i>6/2-12/2 Children’s mental health week.</i> <i>7/2 Safer internet day</i> <i>10/2 Chinese New Year</i></p> <p><b>Assessment:</b> Students to complete exam style questions in class in all modalities. Students are to</p>						
12-Jan	A	ST1	<b>L 3/4 En Focus</b> ALL 4 skills revision lesson							
19-Jan	B	ST1	L5/6 – ST EXAM / EBI Depending on exam timings							
26-Jan	A	19	<b>L 7/8 Module 4 Le meilleur des mondes</b> PDO - Talking about food preferences <i>Photo card style task.</i>							
2-Feb	B	20	<b>L9/10 Unit 1 Est-ce que tu manges de la viande?</b> Discuss eating habits and use a variety of negatives <b>Writing skills – 90 word task – modelling and live write</b>							
9-Feb	A	21	<b>Unit 2 - Action pour la nature.</b> Discuss animals with the use of superlatives.							

				complete recall assessments every 3 weeks. Students complete an Extended Written Task (Exam Style) at the end of each unit.						
Half-Term				5 weeks (10 lessons) (24 Days)						
23-Feb	B	22	L1/2 Unit 3 Mission anti plastique Discuss the environment with reference to more than one time frame Recall quiz: Recall Assessment Tenses / Superlatives)	Module 4 Le meilleur des mondes All five Skills: reading, writing, listening, speaking and translating should be covered every 2 lessons. Students will learn how to communicate and understand details about food preferences.. They will be able communicate what they don't eat and how they can help the environment,. They extend and build on prior knowledge linking to this topic and learn how to adapt and use previously learnt grammar points and vocabulary within the topic of food and the environment. As well as developing an understanding of how to conjugate verbs in the conditional tense. GW: students can talk about food preferences in the present tense, give opinions and reasons and ask questions  BI: students can talk about a past and a future holiday and use the conditional tense  EW: students can use a variety of verbs and give third person descriptions accurately  Teaching - Teachers to use the main department PPT to support their lessons which includes a range of key tasks covering all key skills, reading, listening, translating, speaking and writing. Grammar focus – the conditional tense. Irregular past participles. Reflexive verbs. Exam links - Exam skills to be covered as outlined with reading, writing, listening, speaking and translating should be covered every 2 lessons. Topics link to topics covered at GCSE level. Historical/cultural links – Tourist attractions & holiday destinations in France (Bretagne & la base de loisirs de jonzac- adventure park).  • Equality Diversity and Inclusion (EDI) links? Women's history month Ramadhan 10/03-08/04 Passover 22/4-30/4 Good Friday 29/3 Easter Sunday 31/3  Assessment: Students to complete exam style questions in class in all modalities. Students are to complete recall assessments every 3 weeks. Students complete an Extended Written Task (Exam Style) at the end of each unit.						
2-Mar	A	23	L3/4 J'aimerais changer le monde.... Introduction to the conditional tense. And embedding the use of the conditional tense							
9-Mar	B	24	L5/6 En focus lire et écouter							
16-Mar	A	25	L7/8 En focus parler et écrire							
23-Mar			Lesson 9/10: Written Skills Lesson: Using 90 words to describe the environment.  EBI Response to Recall Task / Focus on Misconceptions							
	B	26		<table><tr><th>Prior (Y8)</th><th>Current (Y9)</th><th>Next (Y10)</th></tr><tr><td>Using the conditional tense to describe</td><td>Using modal structures , present</td><td>Using three tenses and modal verb structures</td></tr></table>	Prior (Y8)	Current (Y9)	Next (Y10)	Using the conditional tense to describe	Using modal structures , present	Using three tenses and modal verb structures
Prior (Y8)	Current (Y9)	Next (Y10)								
Using the conditional tense to describe	Using modal structures , present	Using three tenses and modal verb structures								

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				holidays. Using modal structures.	tense, conditional tense.	in GCSE Writing & Speaking Tasks.	
30-Mar (finish Wednesday 1 <sup>st</sup> April)	A	27	<b>Lesson 1: Unit 5: Le Monde Francophone.</b> Understanding the French speaking world.				
<b>Easter Holiday</b>				5 weeks (10 lessons) (29 Days)			
22-Apr			<b>Lesson 1/2 Unit 1 Quel pays voudrais-tu visiter?</b> Using the conditional tense  <b>Lesson 5: Unit 4 visite a un pays francophone</b> : Describing a trip to a French Speaking Country.	<b>Module 5 Le monde Francophone All five Skills:</b> reading, writing, listening, speaking and translating should be covered every 2 lessons. Students will learn how to communicate and understand details about Francophone countries.. They will be able communicate details about different French speaking countries,. They extend and build on prior knowledge linking to this topic and learn how to adapt and use previously learnt grammar points and vocabulary within the topic of travel and tourism. As well as developing an understanding of how to use verbs in the 5 tenses in written work. <b>GW:</b> students can talk about a preferred place to visit in the present tense, give opinions and reasons and ask questions  <b>BI:</b> students can talk about a past and a future holiday and use the conditional tense  <b>EW:</b> students can use a variety of verbs and give third person descriptions accurately  <b>Teaching</b> - Teachers to use the main department PPT to support their lessons which includes a range of key tasks covering all key skills, reading, listening, translating, speaking and writing. <b>Grammar focus</b> – the conditional tense. Irregular past participles. Reflexive verbs. <b>Exam links</b> - Exam skills to be covered as outlined with reading, writing, listening, speaking and translating should be covered every 2 lessons. Topics link to topics covered at GCSE level. <b>Historical/cultural links</b> – Tourist attractions & holiday destinations in France (Bretagne & la base de loisirs de jonzac- adventure park).  <b>Equality Diversity and Inclusion:</b> Students are presented with a diverse diet of representatives from all communities within the Francophone world. Students look at the different Francophone countries.  • <b>Equality Diversity and Inclusion (EDI) links?</b> <i>Good Friday</i> <i>Easter Sunday</i> <i>Autism and stress awareness month.</i> <i>World Malaria Day</i> <i>Lesbian visibility day</i> <i>UK national walking month.</i> <i>Deaf awareness week</i> <i>Vesak</i> <b>Assessment:</b> Students to complete exam style questions in class in all modalities. Students are to complete recall assessments every 3 weeks. Students complete an Extended Written Task (Exam Style) at the end of each unit.			
28-Apr	B	28	<b>Lesson 3/4: Unit 2 On va voir des choses extraordinaires!</b> Focus on adjectival agreements and use of superlatives. <b>Unit 2 On va voir des choses extraordinaires!</b> Focus on adjectival agreements and use of superlatives. <b>Recall Task</b>  <b>Lesson 5: Unit 4 visite a un pays francophone</b> : Describing a trip to a French Speaking Country.  <b>Lesson 6: Unit 5 rencontrer des jeunes francophones</b> : Recognising tenses with il / elle <b>Lesson 7: Unit 5 rencontrer des jeunes francophones</b> : Recognising tenses with il / elle. <b>Lesson 8: Unit 6 – on va jouer au foot</b> : Using the near future tense with different pronouns.				
5-May			<b>Lesson 5/6: Unit 3 Reserver des excursions.</b> Use a range of structures and verbs to express likes and dislikes in a more complex way. <b>Recall Task</b>				
12-May	A	29	<b>Lesson 7/8: Unit 4 visite a un pays francophone</b> : Describing a trip to a French Speaking Country. And <b>Unit 5 rencontrer des jeunes francophones</b> : Recognising tenses with il / elle. <b>Lesson10: Lesson 11: Les Choristes:</b> Film + Understanding facts about the film. <b>Lesson 12: Les Choristes:</b> Film + Describing the characters. <b>Lesson 13: EBI Response to recall task</b>				
19-May	B	30	<b>Preparing End of Unit Writing:</b> Using 3 tenses.				

			End of Unit Writing / Using 3 tenses in a Photo Card Task	<table><tr><th>Prior (Y8)</th><th>Current (Y9)</th><th>Next (Y10)</th></tr><tr><td>Survival kit vocabulary in year 7. Use of Je voudrais. J'aime etc + infinitive structures</td><td>Using verbs in the I and he/she forms form confidently in the conditional tense.</td><td>Recognising and using verbs in different forms of all tenses covered.</td></tr></table>	Prior (Y8)	Current (Y9)	Next (Y10)	Survival kit vocabulary in year 7. Use of Je voudrais. J'aime etc + infinitive structures	Using verbs in the I and he/she forms form confidently in the conditional tense.	Recognising and using verbs in different forms of all tenses covered.
Prior (Y8)	Current (Y9)	Next (Y10)								
Survival kit vocabulary in year 7. Use of Je voudrais. J'aime etc + infinitive structures	Using verbs in the I and he/she forms form confidently in the conditional tense.	Recognising and using verbs in different forms of all tenses covered.								
Half-Term7 weeks (14 lessons) (35 Days)										
20-Apr	B	28	Lesson1/2: Les Choristes: Film + Understanding facts about the film.	GCSE Unit 1: Mon clan mon tribu ? Students will learn how to communicate and understand details about family and relationships. They will be able communicate descriptions, talk about family relationships, describe a recent outing and discuss role models. They extend and build on prior knowledge linking to this topic and learn how to adapt and use previously learnt grammar points and vocabulary within the topic of Family and relationships. As well as developing a deeper understanding of how to conjugate verbs in the present, perfect and near future tenses.  GW: students can use and recognise present tense verbs to discuss family and friends. Additionally, demonstrate understanding of a range of short passages which include opinions with basic reasons, details and reference to either the present and the past, or the present and the future, spoken clearly  BI: students can use and recognise 3 tenses to discuss family and friends and write longer texts for different purposes and in different settings, giving descriptions, narrations and personal opinions with some justification, referring to the past, present and future.  EW: In addition, students can write coherent extended texts using a variety of topic areas, using language effectively to narrate, inform, interest and convince. Use language creatively to express their individual thoughts, ideas and points of view and that of others.  Teaching - Teachers to use the main department PPT to support their lessons which includes a range of key tasks covering all exam skills, reading, listening, translating, speaking and writing.  Grammar focus – Regular verbs in the present tense. Adjectival agreements. The near future tense. The perfect tense.  Exam links - Exam skills to be covered as outlined with reading, writing, listening, speaking and translating should be covered every 2 lessons. Speaking theme 1.  Historical/cultural links – Links with English (fast-food, musique). French speakers use the 24 hour clock when telling the time. Different words for friend (copain/ami), link to the words for boyfriend and girlfriend (petit(e) ami(e).  Equality Diversity and Inclusion: Students are presented with a diverse diet of representatives from all communities within the Francophone world. Students look at famous high profile people from Francophone countries.						
27-Apr	A	29	Lesson 3/4: Revising family members – PDP1 & 2 -Describing physical appearance and personality. Les Choristes: Film + Describing the characters.							
4-May (Bank holiday Mon)	B	30	Lesson 5/6 : Revising giving and opinion and saying the different types of films you prefer Les Choristes: Film							
11-May	A	31	Lesson 7/8 complete and create film reviews for display							
18-May	B	32	Lesson 9/11 Begin The GCSE course with the module on Familiy (active hub pg 34) un weekend en famille -r recall of daily routine							
Half term7 weeks – 14 lessons										
1-Jun	A	33	Revision for ST1 to cover all skills							
9-Jun	B	ST2	Completion of exams and EBIs at varying points throughout the exam window							
16-Jun	A	ST2	Completion of exams and EBIs at varying points throughout the exam window							
23-Jun	B	36	Lessons 7/8 L'amitié est la clé du bonheur Discussing friends and realtionships							
30-Jun	A	37	Lesson 9/10 Portraits des stars Describing your favourite celebrity							
7-Jul	B	38	Lesson 11/12 La place des idols Discuss positive role models and introduce direct object pronouns. Recall Task							
14-Jul	A	39	Lesson 13/14 Famille, amour, gâteau  Discuss special celebrations using 3 tenses Recall Task EBIs							



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			<ul style="list-style-type: none"><li>• <b>Equality Diversity and Inclusion (EDI) links?</b> <i>LGBTQ+ pride month.</i> <i>Gypsy, Roma and Traveller history month.</i> <i>world day against child labour</i> <i>autistic pride day</i> <i>World refugee day</i></li></ul> <table><tr><th>Prior (Y8)</th><th>Current (Y9)</th><th>Next (Y10)</th></tr><tr><td>Family members vocabulary introduced in year 7.</td><td>Discussing relationships with family members.</td><td>Using reflexive verbs confidently in all tenses in the context of family and relationships.</td></tr></table>	Prior (Y8)	Current (Y9)	Next (Y10)	Family members vocabulary introduced in year 7.	Discussing relationships with family members.	Using reflexive verbs confidently in all tenses in the context of family and relationships.
Prior (Y8)	Current (Y9)	Next (Y10)							
Family members vocabulary introduced in year 7.	Discussing relationships with family members.	Using reflexive verbs confidently in all tenses in the context of family and relationships.							
(Total: 190 Days)									

\* Bank Holidays

Overview of Year 9	
<b>Based on your Flight Path</b> (E.g. Targets 1L – 4L)	By the end of Year 9, students will have learned how to communicate effectively across five tenses and the addition of complex language. Students will be able to recognise the tenses in use in longer texts, similar to the standard expected at GCSE.
<b>GW:</b> (E.g. Grade 1)	Students can demonstrate a good understanding of texts that include cognates, familiar and un-familiar vocabulary. They are able to listen to range of sound letter combinations to allow success in dictation tasks. They are also able to recognise and use three tenses and use opinions with justifications.
<b>BI:</b> (E.g. Grades 2-3M)	Students can recognise a variety of nouns, adjectives and verbs used across a range of topics incorporated into different tasks across each of the modalities. They are able to use three tenses accurately as well as give a range of complex opinions.
<b>EW:</b> (E.g. Grades 3U-4L)	Students can understand information from a variety of different topics across a range of topics. They are able to communicate their ideas across different tenses whilst including complex language. They will be able to recognise a variety of structures in their reading and listening tasks. Students will also be aware of a range of key phonics to allow them success in dictation tasks. Links will be made to tier 2/3 vocabulary throughout the delivering of the curriculum.

#### Prompt Questions

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Please revisit the prompts from last year:

- What are the Key concepts for this unit?

- How will it link to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, art, literature?
- How does it build on prior knowledge and link to other units, concepts, years, GCSE?
- What is it intended students will have learned?
  - For each Unit? By the end of the Year?
    - GW: ; BI: ; EW
- Is it worth summarising in a knowledge organiser?
- **Assessment: how do you know they have learned the foundational concepts, curriculum and wider disciplinary knowledge? Does assessment look like GCSE light? Should it?**
- Skills used/learned
- Tier 2/3 vocabulary ((Etymology e.g. of Greek/Latin)